

2022 Annual Report to the School Community

School Name: Sunbury Heights Primary School (5197)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2023 at 10:46 AM by Laban Toose (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 24 April 2023 at 01:00 PM by Nicole Cameron (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Vision:

Sunbury Heights Primary School's vision is to ensure that all students thrive socially, emotionally and intellectually. Our goal is to develop literate and numerate lifelong learners who are curious and resilient, so that they will be proactive members of our school, community and society.

Values:

At Sunbury Heights we believe that every student has the right to learn and feel safe. The school strives to build a positive and inclusive climate for learning, that fosters respect and equality and incorporates our school values of kindness, respect and responsibility. We celebrate diversity, we are culturally informed and inclusive in our teaching practices and differentiated learning experiences that ensure everyone can meet their full potential. At Sunbury Heights, we are deeply committed to working in partnership with parents and the wider community. Together we are united in our common purpose of providing the best learning experiences and wellbeing practices for every child in our school community.

Profile:

Established in 1981, Sunbury Heights Primary School is located on Charter Road East in Sunbury. Our school grounds adjoin those of Sunbury Downs secondary college. The school supports a large area of Sunbury incorporating the quickly growing Ashfield and Rosenthal estates (Sunbury south). Current enrolment is approximately 460 students with enrolments expected to be maintained at this level in the immediate future. This school comprises a wide socio-economic and increasingly diverse cultural demographic of families and students.

The original School building comprises an attractive and spacious entrance where a central atrium leads off to a well-resourced library, gymnasium/multipurpose room, canteen, and staff administration area. In 2020 a designed STEAM and upgraded Art room were added to this central design.

In 2005, six additional permanent classrooms were built to replace some of the existing portable classrooms. In 2015, under the BER program, six additional classrooms and two flexible learning areas were built to support the growing student population. Sunbury Heights Primary School is an engaged learning community. Our teaching and learning program is progressive and personalised, catering to individual learning needs, encouraging and promoting active learning. We have high and achievable student expectations with student learning progress being monitored regularly, and this information used to inform teaching practice. The program of instruction focuses upon developing Literacy and Numeracy skills and closely follows that of the Victorian F-10 Curriculum and Teaching and Learning model. This includes following the 9 practice principles, the Pedagogical Model, and High Impact Teaching Strategies (HITS) for both teaching and wellbeing.

Our school has a well-established 1:1 computer program for all students in Year 4 to Year 6, with all students allocated their own notebook computer for learning. This program has made a significant impact on the learning/teaching in these year levels and also impacted positively on student engagement. Foundation to Year 2 students have access to banks of ipads. Each classroom has access to a large flat screen TV screen. In 2023, these screens are being upgraded to Interactive Screens. The use of ICT has been greatly enhanced through student and teacher use of collaborative programs such as Class Dojo, COMPASS, Office 365, and Google classroom.

Sunbury Heights staff comprises, 2 principal class officers, 29 classroom teachers and 19 education support staff. The school runs 19 classrooms and Specialist classes in Art, STEAM, PE, Music, LOTE – Italian. A Leading teacher of Wellbeing & Engagement and two Pedagogy Learning specialists provide school leadership, coaching, and peer observations to support the implementation of a professional learning community for staff to collaborate and work within. Our teachers work collaboratively in teams to plan a consistent curriculum and use student learning data to drive this planning. Our staff are passionate about their teaching and encourage all students to strive to achieve their best with their learning and social skills.

The school promotes a positive climate for learning via the School Wide Positive Behaviours (SWPBS) framework and House Spirit program. We also promote respect, gender equality and building healthy relationships via the Respectful Relationships initiative. In 2023 this ongoing commitment to creating a positive and safe climate for learning has been enhanced via the inclusion of a Mental Health and Wellbeing Leader (MHAWL) member of staff.

Student voice and agency is a focus at Sunbury Heights. Student leadership opportunities include being able to be part of the Junior School Council or be elected as school captains, class captains, and house captains. The junior school council contributes to school improvement through running special events to promote social improvement and our school captains are directly involved in leading weekly whole school assemblies. Class captains are elected each term by their peers and play a significant role in assisting the class teacher and being a positive role model. Our buddy program allows older students to demonstrate their leadership by working together with a younger student.

In 2020 a shared community facility, Dulap Wilim hub was established and is situated between both school sites. This facility includes a Community Hubs Australia (CHA) hub, VCAL industrial kitchen, and a two-room kindergarten, facilitated by the Hume

City Council. This provides facilities for members of the wider community to utilize as a venue for community engagement activities and the provision of community services.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 Sunbury Heights Primary School delivered on our Annual Implementation Plan (AIP) Key Improvement Strategies (KIS) of

- **2022 DET Priorities Goal**
- **Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy.**
- **Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.**

Annual Implementation Plan Key Improvement Strategies in addition to the 2022 DET priorities.

- Embed the Instructional model.
- Build teacher capacity to more effectively teach Literacy.
- Build an organisational structure that supports growth in student learning.
- Build teacher capacity to more effectively teach Numeracy.
- Improve the collection, storage and use of student data.
- Reflect on the Instructional model and how it relates to Numeracy.
- Use the improvement cycle to improve student learning in Numeracy.
- Develop a school-wide understanding of student voice and agency in learning.
- Design, implement and monitor a school-wide approach to empower student voice and agency.
- To use the school's Instructional Model and teacher feedback as a platform to enhance student voice and agency in student learning.

We did this through a number of very specific actions:

- Implementation of Professional Learning Communities (PLC's)
- Implementation of a highly effective and evidence-based Literacy Program across the school.
- Implementation of highly effective data management and analysis practices across the school.
- Improving and refining authentic student voice and agency opportunities across the school.

In achieving this KIS our staff were able to:

- actively engage in the PLC inquiry cycle.
- plan differentiated and engaging literacy and numeracy tasks and activities.
- participate in a PLC inquiry and Whole School professional learning focused upon further developing their knowledge and understanding of teaching Literacy & Numeracy.
- participate in a culture of collaboration and collective responsibility for an effective and consistent approach to assessment strategies.
- actively engage in the whole school assessment schedule including assessment, moderation, planning and feedback.
- elicit student feedback to inform their pedagogical practice and enhance student learning opportunities.
- further develop their understanding of the DET Amplify continuum.
- develop our knowledge of and successfully implement the Respectful Relationships curriculum.

Wellbeing

In 2022, we continued our ongoing high-level commitment to create a supportive learning community which nurtures the social and emotional development of all students.

All of our work at SHPS was/is based on evidence-based practices. We acknowledge that our ongoing work with School Wide Positive Behaviours, Respectful relationships and the House Spirit Program has had a significant impact on staff skills and student outcomes and believe that this underpins our current focus on implementation and embedding of our Social and Emotional Learning Curriculum. Our focus for 2022 was to use our deep knowledge in this area to support, nurture and empower our entire community to ensure we continued to thrive and succeed in our learning.

Throughout 2022 student Voice and Agency was a priority, giving students the opportunity to communicate ideas and opinions. Authentic student voice provided opportunities for students to collaborate and make decisions around what and how they learnt and

how their learning was assessed. Evidence of this commitment to this can be seen within our Digital Learning Platform Dojo, where student feedback, voice and engagement were elevated to a higher priority.

Our School Values of Kindness, Respect and Responsibility were an essential element for our success in student engagement in 2022.

The Attitudes Towards School Survey – completed by the students - continues to highlight our success in building a positive climate for learning.

The entire school community should be congratulated on its continued efforts to focus on and reward positive behaviour while also responding robustly to any serious breaches of the schools wellbeing policy.

In 2022 our Attendance data reflects the challenges presented by the period of remote teaching & learning. Our tiered approach to improving attendance through information, attendance awards, our attendance proactive process, attendance SMS system and Individual attendance plans for students at risk will be foundational to seeing attendance rates return too and improve upon the pre-2022 rates. In 2023 our commitment to improving attendance rates for students will expand to the use of a Regional Attendance data coach to assist the school to better understand a finer grained and detailed view of attendance data and potential responses.

Engagement

Engagement at Sunbury Heights Primary School has been a highlight for 2022. Parents and Community made great use of enhanced access to digital technology and our online learning platform Classroom Dojo. By the end of 2022 we managed to have all families connected to and engaged in the use of Dojo. Additionally, families were engaged in our Weekly "Principal WebEx with parents" sessions.

Throughout 2022 the work of school council continued, with parents actively engaging in School Council Meetings, with members/parents, in the various school sub committees of School Council guiding the school forward in key areas such as the selection of a new substantive Principal, facilities and grounds improvements including successful grant applications for Shade Sails, and upgrades to the student toilets.

In 2022, the School Wellbeing Team was critically important to ensuring our students, staff and families were supported.

Membership of this team included an Assistant Principal, Mental Health and Wellbeing Leader, and School Chaplain, This team worked together to support students and families with daily check in's and other associated actions.

The school continued to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Foundation right through to year 6 - 7. The program includes an induction program for new students who arrived to the school during the year as well as transition sessions during term 4 for students moving to new year levels in 2023. Future foundation students also received an interview prior to beginning the 2022 school year that enables the teachers to get to know the student's strengths and areas for improvement.

Children in years 1-5 also participated in our annual 4 session "step up" transition program. These sessions were used to observe and record the interaction between the students to make the best possible decision about future groupings. These sessions were also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlined the behaviours required to develop a positive culture.

We continued to develop strong partnerships with external organisations and local secondary schools who add to the depth of our transition programs by working closely with SHPS to ensure our year 6 students had positive experiences at their new Secondary Schools. These partnerships include multiple meetings between the year 6 Learning Community staff and the year 7 staff at the secondary schools.

In 2022 the involvement of the school in Community Hubs Australia further enhanced our school community wellbeing program through the implementation of a number of initiatives designed to support the whole family in the school community.

Financial performance

At the end of 2022 the school maintained a reasonable budget surplus. The school spent funding on a number of projects to enhance and develop the school facilities and infrastructure. The school was also successful in applying for Minor Capital Works Funding and received a grant to the value of \$25000 to install shade sails in the student assembly area.

In 2022 the school council invested in approximately \$200,000.00 of digital technology - iPads, Netbooks, and Network Infrastructure to allow a 1:1 ratio of technology access for students in years 3-6.

Finally, as part of the schools ongoing commitment to developing the professional capacity of its workforce approximately \$20,000 was allocated for staff professional development in areas such as Literacy coaching by Narissa Leung.

The Parents Group had a very successful year raising @\$9000 via Mother's and Father's Day stalls, and other fundraising initiatives.

For more detailed information regarding our school please visit our website at
<https://www.sunburyheightsps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 452 students were enrolled at this school in 2022, 242 female and 210 male.

8 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

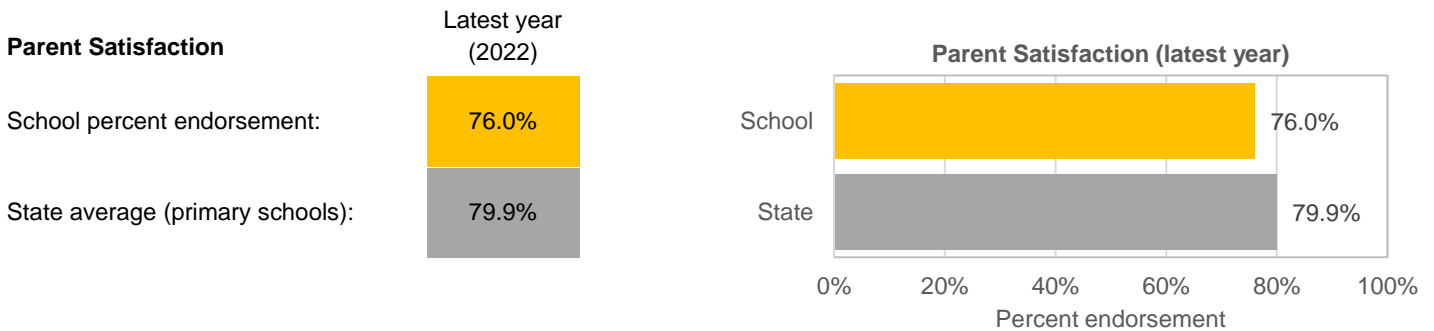
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

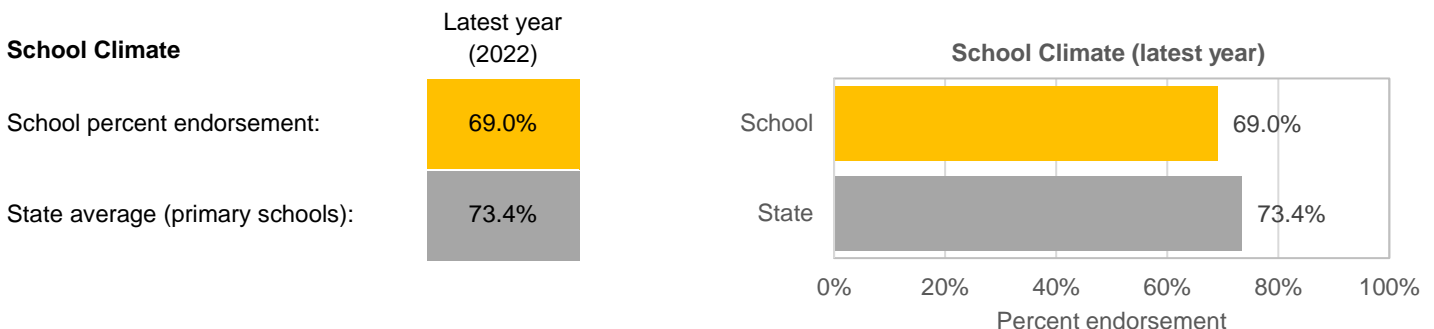


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

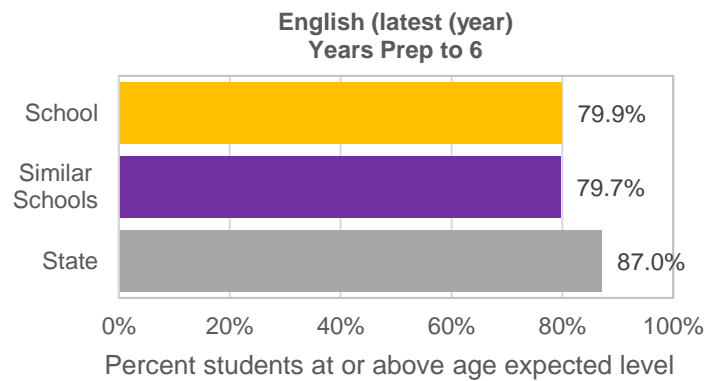
79.9%

Similar Schools average:

79.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

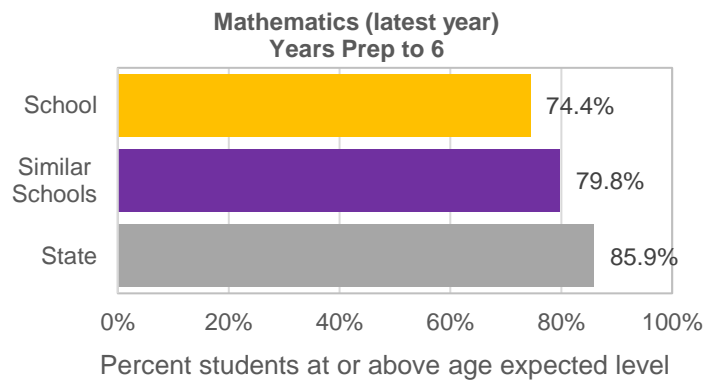
74.4%

Similar Schools average:

79.8%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

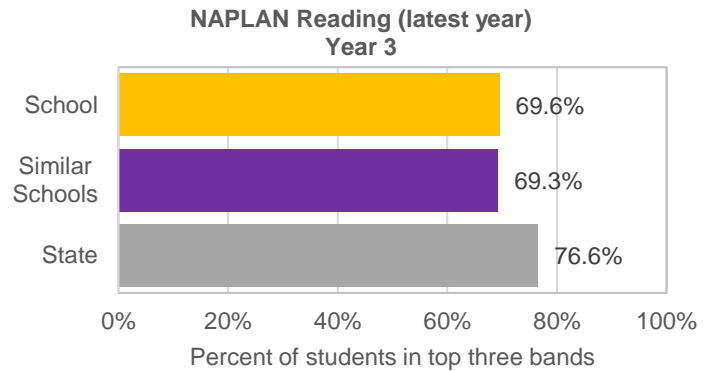
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

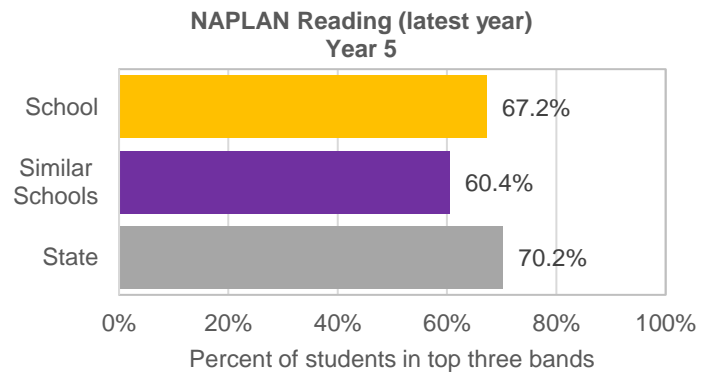
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	69.6%	73.2%
Similar Schools average:	69.3%	69.6%
State average:	76.6%	76.6%



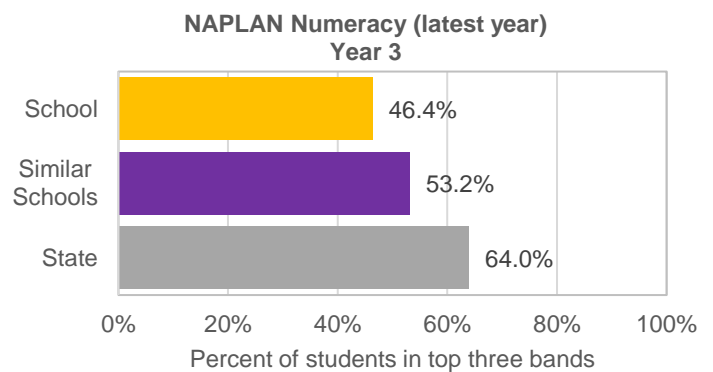
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	67.2%	60.0%
Similar Schools average:	60.4%	60.1%
State average:	70.2%	69.5%



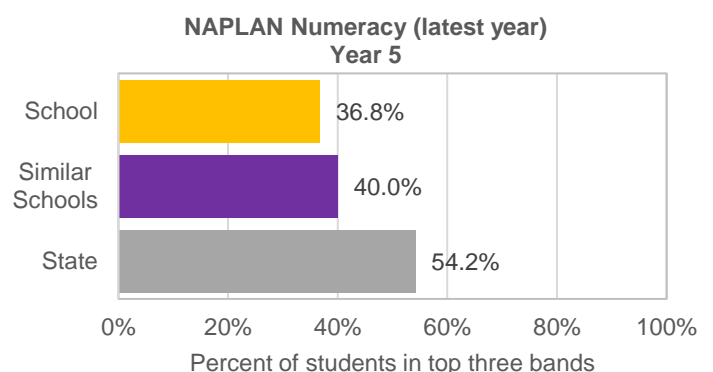
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	46.4%	51.4%
Similar Schools average:	53.2%	55.8%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	36.8%	42.1%
Similar Schools average:	40.0%	45.3%
State average:	54.2%	58.8%



WELLBEING

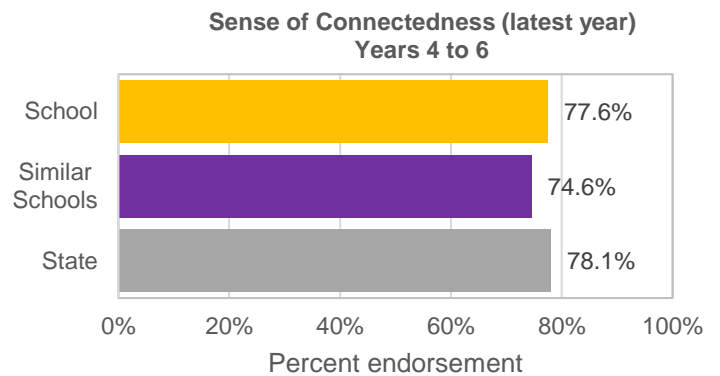
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	77.6%	78.6%
Similar Schools average:	74.6%	76.4%
State average:	78.1%	79.5%

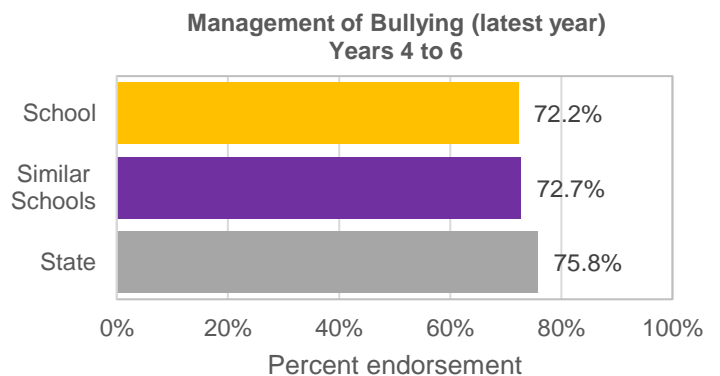


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	72.2%	76.7%
Similar Schools average:	72.7%	76.2%
State average:	75.8%	78.3%



ENGAGEMENT

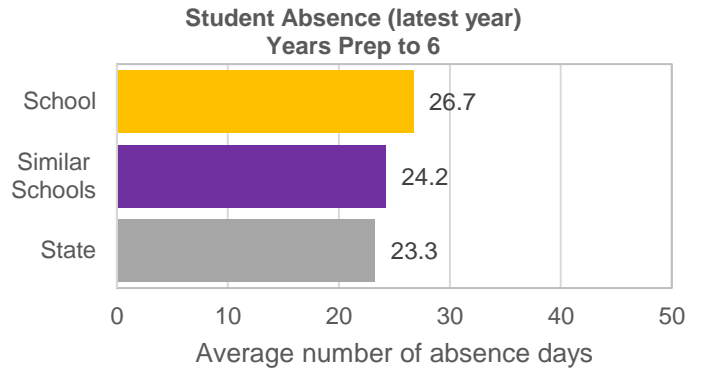
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	26.7	19.4
Similar Schools average:	24.2	18.6
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	87%	86%	89%	88%	89%	86%	80%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$4,901,512
Government Provided DET Grants	\$354,040
Government Grants Commonwealth	\$49,904
Government Grants State	\$15,778
Revenue Other	\$77,016
Locally Raised Funds	\$357,605
Capital Grants	\$20,000
Total Operating Revenue	\$5,775,855

Equity ¹	Actual
Equity (Social Disadvantage)	\$424,537
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$424,537

Expenditure	Actual
Student Resource Package ²	\$4,576,187
Adjustments	\$0
Books & Publications	\$7,710
Camps/Excursions/Activities	\$53,571
Communication Costs	\$11,630
Consumables	\$88,997
Miscellaneous Expense ³	\$52,267
Professional Development	\$4,946
Equipment/Maintenance/Hire	\$131,541
Property Services	\$89,195
Salaries & Allowances ⁴	\$248,274
Support Services	\$89,550
Trading & Fundraising	\$65,328
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$82
Utilities	\$63,872
Total Operating Expenditure	\$5,483,148
Net Operating Surplus/-Deficit	\$272,707
Asset Acquisitions	\$17,350

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$271,061
Official Account	\$47,690
Other Accounts	\$0
Total Funds Available	\$318,752

Financial Commitments	Actual
Operating Reserve	\$140,255
Other Recurrent Expenditure	\$23,295
Provision Accounts	\$7,780
Funds Received in Advance	\$29,350
School Based Programs	\$40,961
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$10,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$261,641

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.